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ABSTRACT

A survey assessing the status of foreign language and international studies instruction in Colorado in elementary, secondary, and higher education, and the needs of the international business community for individuals trained in these areas, is presented. Teachers and administrators at each of the three levels were surveyed. Response rates were high for the elementary and secondary levels 81 and 75% respectively), but low for higher education (27%). A separate survey instrument was used for each academic level, but all inquired about language programs currently available and recently discontinued; language program preferences; foreign language and cultural training and skills possessed and used professionally; support from faculty, administrators, and parents; program content and emphases; and attitudes toward international awareness. In addition, the higher education survey asked about enrollment and enrollment trends, graduate study, program rationale, admission and graduation requirements, foreign students, study abroad, and related interdisciplinary programs. The questionnaire used for businesses focused on the individual business' need for foreign language and/or cross-culturally skilled employees and the availability of such employees. Results are tabulated and discussed, and specific recommendations are presented for instructional and program improvement at each instructional level. (MSE)

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FOREIGN LANGUAGES AND INTERNATIONAL STUDIES ASSESSMENT IN COLORADO SCHOOLS K-12 PROGRAMS AND HIGHER EDUCATION

FINAL REPORT

Grant funded by the 1981-82 Long Appropriations Bill from the General Fund to the Colorado Commission on Higher Education

March 1983

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STATISTICAL GUIDE

This study is comprised of three subsamples, each drawn from a unique "universe" defined by the client. Although an attempt was made to reach every member of each universe, varying degrees of non-response occurred. The following table presents the completion rate and subsequent sample size for each universe.

Universe	Universe Size	Response Rate	Sample Size
Elementary School	234	81%	189
Secondary School	536	75%	400
University	418	27%	112

In addition whenever a sample is used to predict the attitudes and characteristics of a universe there is always a margin of error involved. The margin of error represents the difference between the sample results and those that would have accrued from a 100% enumeration of the universe.

The margins of error associated with each sample are presented below at the 95% confidence level. The estimates are based on an assumption that the non-response associated with each universe occurred randomly.

Response Level (Percentages Close to . . .)	Margins of Error Elementary (n=189)	Secondary (n=400)	University (n=112)
10% or 90%	±1.9%	±1.5%	±4.7%
20% or 80%	2.5	2.0	6.3
30% or 70%	2.8	2.3	7.3
40% or 60%	3.0	2.4	7.8
50%	3.1	2.5	8.0

Example: 89% of those surveyed at the secondary school level report that their institutions offer Spanish. Using the guide above, find the appropriate "Response Level" for 89%, which is "10% or 90%." Then, move horizontally to the corresponding "Margin of Error" for the Secondary sample, which is "±1.5%".

This means that chances are 19 out of 20 (the 95% confidence level) that the sample finding (89%) is within 1.5%, plus or minus, of the true universe value.

INTRODUCTION

This survey was designed to assess the current status of foreign languages and international education studies in Colorado, and to determine the critical needs of those academic areas. In addition, it sought to assess the need of Colorado businesses for international skills, and for helping the educational community meet those needs more effectively. As intended, this survey resulted in the formulation of specific recommendations for curriculum improvement at the elementary [Chapter 1], secondary [Chapter 2], and university [Chapter 3] levels. It also assesses the need of Colorado businesses for international skills, and for helping the educational community meet those needs more effectively [Chapter 4].

Our assessment was made in direct response to the published Report of the President's Commission on Foreign Languages and International Studies, in which it was urged that, "Every state should establish an advisory council on Foreign Languages and International Studies to advise and recommend ways to strenthen these fields in their education system." On the national level, various states have already accepted this charge and created study groups, advisory councils, and task forces to address the issue of foreign languages and international studies. The action on the part of many states reflects a growing awareness of the need to deal with a severe national problem--the lack of skills, knowledge, and training in foreign languages and international studies.

The Task Force chose to capture the prevailing mood concerning foreign languages and international studies from professionals throughout the state. Toward this end we surveyed teachers, professors, and administrators from both various disciplines and institutions throughout the state. The names were randomly chosen by computer through the services of Market Data Retrieval, Inc., in Westport, Connecticut. The process of a mail questionnaire was utilized due to the advantages of its ability to provide wide geographic contact at a minimum of expense both in money and effort. The validity of a mail questionnaire, then, depended on the degree of nonresponse associated with a survey [Miller, p. 74]. Generally speaking, in both the private and public sectors of research, a response rate of 75% or better will yield results that may be considered the product of a random, representative sample [see Herbert I. Abelson and Lester R. Frankel, "On the Definition of Response Rates." New York: A Special Report of the CASRO Task Force on Completion Rates, 1982, p. 2].

With this guideline in mind, we can state with certainty that the Elementary [81% response rate] and the Secondary [75% response rate] portions of the Foreign Languages and International Studies Assessment are statistically valid. However, the University segment of the same report had a response rate of only 27%, and that figure was accomplished through a needed second mailing since the first had proven to be drastically low in the number of respondents. Consequently, the attitudes and characteristics presented in that segment may not necessarily be totally representative of the entire higher education population in Colorado. The results from the University level study

should therefore be treated with reservation unless the researcher can prove that the respondents are a random subset of the target population. At the time of this writing the Task Force does not make that claim.

The survey instrument design was the product of a collaborative effort between the Task Force and Research Services, Inc. [Denver], and the assessment was carried out during the months of May and June, 1983, for the first mailing, and September through November, 1983, for the second mailing. The low return of the first mailing necessitated the second, thereby causing our original time line to be delayed by several months. In all, over 2000 professionals were contacted through our mail questionnaires. These professionals represented educators in many different disciplines and administrators from various levels.

For the International Businesses segment we decided to carry out 35 oral interviews with representatives of companies randomly chosen from the Colorado Foreign Trade Directory. These interviews were carried out during the month of February, 1983, by the staff of Research Services. Again, the questionnaire reflected the various professional opinions of the Task Force.

Our initial findings were first publicly presented at a formal session of the annual conference of the Colorado Congress of Foreign Language Teachers [4-5 March, 1983] with Judy Rodgers for Elementary and Secondary levels, Lynn Sandstedt for Higher Education, Donald Schmidt for International Businesses, and Alain D. Ranwez presiding. A second public report is also planned for 8 April, 1983, during the all-day conference of the Council on Foreign Languages and International

Education sponsored by the Colorado Commission on Higher Education, Marcia Ingerson presiding.

Each chapter includes the survey instrument with the statistical results in bold type. For narrative answers it is necessary to refer to the executive report or refer to the data which is on file at the Library of the Auraria Campus-Denver. The survey findings are public and are catalogued under the name of the project.

QUESTIONNAIRE: ELEMENTARY LEVEL

Please answer every question. If you have no specific answer and there is nothing you can check to indicate that, please write in "nothing" or "don't know" (whichever is appropriate to that particular question).

Do your best to be legible. Your answers will be read by a third party who will be unable to call you and ask what you meant. If you need more writing space, use the reverse side of any page. We would appreciate you using an "X" when checking your answers.

Please don't hesitate to make any kind of comment that honestly tells the way you personally feel about the topics presented in this questionnaire.

---

1. Please check the Foreign Languages listed below that are presently taught at your school.

17%	French	7%	Other _____ please specify other Foreign Languages offered that do not appear on the list
15%	German		
33%	Spanish		
		65%	None (No Foreign Language taught at this school)

IF A FOREIGN LANGUAGE IS TAUGHT AT YOUR SCHOOL SKIP NOW TO QUESTION 3. IF "NONE" IS CHECKED ABOVE, PLEASE ANSWER QUESTION 2 THEN SKIP TO QUESTION 4.

---

2. If your school were to offer a Foreign Language program, which of the following languages would your present staff be able to teach?

7%	French	3%	Other _____ please specify
5%	German		
35%	Spanish	58%	None, we are not staffed to teach any Foreign Language.

---

3. For each Foreign Language taught at your school, please indicate if it is a separate class or part of a bilingual/bicultural program.

	Separate Class	Part of Bilingual/ Bicultural Program
French	100%	____
German	100%	____
Spanish	68%	29%
Other _____ . . please specify	85%	____

---

4. Are there any Foreign Languages that have been discontinued at your school within the past three years, that is, since 1979?

7% Yes **93%** No (Skip to Question 5.)

Please indicate the Foreign Languages that were discontinued at your school and indicate the reason for their discontinuance.

		Reason Language Was Discontinued:			
		Lack of Enrollment	Lack of Funds	Inadequate Staff	Other: Please List
French . . .	8%			100%	
German . . .	15%	50%		50%	
Spanish . .	62%	38%	50%	13%	
Other _____	15%				
please specify					

Please use the space below to describe how these Foreign Language Programs that have been discontinued could be reinstated.

____ Programs could not be reinstated.

Please list below the reasons the programs could not reinstated.

5. Please check the Foreign Language(s) you would prefer be taught at the elementary grade level, and for each one indicate the specific grade at which you feel that language should be implemented.

		Grade Levels are:					
		1st	2nd	3rd	4th	5th	6th
French . . .	25%	44%	25%	38%	54%	52%	52%
German . . .	15%	39%	21%	39%	43%	68%	57%
Spanish . .	60%	58%	39%	51%	47%	46%	46%
Other _____	5%	44%	11%	33%	56%	33%	33%
please specify							

____ None, there are no Foreign Languages I would prefer to have taught at the elementary level.

6. For each of the Foreign Languages listed below, please indicate if you have ever studied that language either at the high school or college level.

		High School	College Level
French	28%	26%	45%
German	19%	26%	57%
Spanish	56%	46%	26%
Other _____ (please specify)	23%	68%	18%

16% Never studied any Foreign Language at any level

Please tell us how you utilize your Foreign Language training in your current teaching position.

_____ Don't use my Foreign Language training in my present position.

---

7. Please indicate the degree of support your school's Foreign Language program gets from each of the following:

IF YOUR SCHOOL DOES NOT PRESENTLY HAVE A FOREIGN LANGUAGE PROGRAM, PLEASE INDICATE THE DEGREE OF SUPPORT YOU FEEL A FOREIGN LANGUAGE PROGRAM WOULD RECEIVE IF ONE WERE TO BE IMPLEMENTED.

	Program Receives:			
	A great deal of Support	Some Support	Not Much Support	No Support
This school's administration	30%	34%	18%	11%
This school's faculty	20%	35%	28%	11%
The parents of students in this community	24%	41%	23%	6%

---

8. Please identify the areas of your school's curriculum that place emphasis on Global/International Awareness.

SOCIAL STUDIES 80%
FOREIGN LANGUAGES 11%
(others in report)

7% None

---

9. To what degree do the areas identified above emphasize the following concepts? If you feel it is not "emphasized at all", write a "1" on the line, if you feel it is "emphasized as much as possible", write in a "5". Use 2, 3, and 4 to represent "degrees" of importance between the "1" and "5".

Cultural diversity and understanding	**3.51 mean**
World perspective	**2.87 mean**
Global problems/issues	**2.97 mean**
Cross-Cultural Communication	**2.99 mean**
Global interrelationships	**2.82 mean**

---

10. To what degree do the following subject areas of your program emphasize the concepts listed above? (Please use the same scale as you did for the previous question.)

Social Studies	**3.76 mean**
Language Arts	**2.62 mean**
Foreign Languages	**2.68 mean**
Art/Music	**2.79 mean**
Mathematics/Science	**2.06 mean**

---

11. Which degree of importance describes how you feel about a greater need for Global/International Awareness at the upper elementary school level? In other words, if you feel it is "very important", write a "5" on the line, if you feel it's of "no importance at all", write in a "1". Use 2, 3, and 4 to represent "degrees of importance" between "very important" and "not at all important".

_____ **3.71 mean** _____
Degree of importance

---

12. Please use the remaining space on this questionnaire (and the reverse side of any preceding pages) to tell us what you would need to place greater emphasis on Global/International Awareness in the curriculum at your school.

How many students are enrolled in your school _____

Thank you very much for your cooperation.

Please indicate the school district you represent: _____

CHAPTER I

Results of the Elementary School Study

The questionnaire sent to elementary schools was designed to elicit information about instruction in the areas of foreign language and global awareness. Respondents were asked to identify specific foreign languages taught in their schools, the nature of the programs, the extent of their personal foreign language training and the degree to which they currently utilize that training. In addition, they were asked to rank the importance of foreign language and global awareness for the elementary level, indicate the degree of support for foreign language study in their respective schools and identify curricular areas where global awareness concepts are taught.

Foreign Language

Of the 189 elementary schools comprising the sample, 123 do not offer any type of foreign language instruction. Those schools which responded affirmatively offer instruction in Spanish, German, or French. Spanish is the language most commonly taught in Colorado elementary schools. One-third [33%] of the grade schools contacted offer it, while significantly fewer offer French [17%], or German [15%].

Spanish is also the only language presented as part of a bilingual-bicultural program at the elementary level. Three in ten schools offer Spanish in this context. ~~Fifty~~ thirty-nine percent of the schools not currently offering foreign language indicated that with their present staff they could offer French [7%], German [5%], or Spanish [35%].

Fifty eight percent of the schools responding felt they could not offer any foreign language with the present staff. A large majority of the respondents preferred that Spanish be the foreign language taught at the elementary school. Approximately one third preferred that no foreign language be offered at the elementary level.

Seven percent of the schools surveyed report that, since 1979, they have discontinued the teaching of a foreign language. More specifically Spanish has been a primary target of these terminations. Reasons given for the termination include funding cutbacks [50%] and declining enrollment [35%]. When asked what would help to reinstate foreign language programs that have been discontinued, respondents listed increased funds, increased interest, and increased staff. Approximately one-third replied that the programs could not be reinstated.

The majority [62%] of elementary school instructors believe that foreign languages should be taught at the grade school level. Four out of five of the surveyed teachers have studied a foreign language at some time during their training. More than 50% did so at the college level. Approximately one-fourth of the teachers currently utilize their foreign language training. They do so in a variety of ways.

"To communicate with Spanish speaking parents."
"I use it in word derivation."
"Incorporate in English language."
"Use in teaching compound words."
"I teach Spanish."

Some 72% do not utilize their foreign language training in their present position.

Global Awareness

Respondents indicated a definite need for greater emphasis on global/international awareness at the elementary level. On a five point scale, the mean rating was 3.71, with 57% of the teachers indicating greater than average need.

They also stated that global/international awareness is emphasized to the highest degree in social studies [80%], and then in foreign language [11%], and language arts [12%] classes.

In order to accomplish a greater emphasis, teachers stated that a variety of things would be needed. Their suggestions fell under four major classifications: staff, materials, goals, and curriculum development. It was felt that staff would have to be expanded or educated in order to improve and increase the teaching of global awareness.

"Our staff would need motivation to include these concepts in their general instruction and courses and inservice for information and techniques."

"More resource people needed with expertise in many areas, such as world religions, holidays, folk-ways, mores, world economics. A special need would be to have inservice training and cultural awareness for the teachers who would be uneasy about incorporating such a program."

"More skilled foreign language trained people on staff."

"More travel to foreign countries with credit toward recertification for each country visited."

Additional materials were viewed as critical in order to place greater emphasis on global awareness.

"If appropriate materials were available, we could place more emphasis than if placed on this area."

"Greater emphasis on the use of newspapers and magazines in the classroom to achieve a world perspective on economy, trade, sports, people, defense, and how we work together as nations."

"Units prepared with necessary material."

Teachers indicated that educational goals must be redefined. Time is a major factor and only so much can be accomplished during the school day. If global awareness is to be incorporated then there needs to be a restructuring of time on task and curricular content. There also needs to be a greater commitment to cultural diversity and greater awareness of the importance of teaching global concepts.

The development of curriculum is also cited as a major need in improving the teaching of global awareness.

"Itinerant teachers to present appropriate units in each building. Denver's integrated arts program is an example of the type of plan that I have in mind."

"Curriculum revision would help: I would like to see inter-disciplinary teaching going on. So much is there to be shared by art/music/social studies/languages, language arts...that much more (or even some of it) should be going on..."

"I think it should be written into the curriculum in other areas besides social studies."

"We would need a much more extensive program of student exchanges and teacher exchanges with foreign countries. We should also have immersion type foreign language camps, weekends or longer."

Summary

Several possibilities are suggested in light of the information gathered as a result of this study.

The study of foreign language is perceived to be desirable and important at the elementary level. In view of the fact that a large portion of elementary teachers have had foreign language training, it is feasible that with some additional training they could begin foreign language instruction with their elementary students. In one half of the schools surveyed, teachers indicated that present staff is already equipped to begin such instruction.

Greater emphasis on global awareness is also seen as a definite need at the elementary level. Although some instruction pertaining to global/international concepts is currently taking place in social studies classrooms, teachers feel that more needs to be done.

It is clear that work would have to be done in the areas of teacher training, curriculum development and materials acquisition in order to meet both needs.

Greater awareness of the importance of foreign language and global awareness instruction must be developed on the part of school boards and administration. District instructional priorities need to be reviewed and revised in order to place increased emphasis on these two areas. Given the limited time of the school day, areas of major importance must be agreed upon and clearly defined. That accomplished, curriculum development could then take place and units, scope, and sequence be created to meet the instructional needs. One suggestion made frequently during the course of the study, i.e. use of an integrated or inter-disciplinary approach, seems a very effective way to incorporate foreign language and global awareness instruction. This could form the foundation of the social studies curriculum at the elementary level. However, there are numerous other ways in which the incorporation might be accomplished. School Districts could examine presently followed curriculum and identify appropriate lessons and units for expansion in order to include specific global concepts. Foreign language instruction could be offered as a separate class, activity period, or parent supported program. The use of itinerant teachers to present special units and activities may also be a plausible solution.

Whatever the option selected by a school district, careful attention would have to be given to the structure and sequence of the program. The periods of instruction should be in a logical, sequential order designed to move students forward as they learn the information and master the concepts. The structure must also help students progress to higher and higher levels of thinking, ever adding to their foundation of knowledge. This is a particularly true vis a vis foreign language instruction at the elementary level. Language acquisition must move gradually from simple verbal communication to more sophisticated usage. The inherent danger is instruction which plateaus at a relatively low level and does not give students the opportunity to move beyond colors, days of the week, numbers, etc. The same trap exists in the area of global awareness. It is critical that students move beyond an understanding of holiday celebrations, ethnic foods, and traditional dress. That is why the development of a sound structure and sequence is vital.

A fairly extensive amount of curricular development has already been done in the areas of foreign language and global awareness instruction for the elementary level. The Center for Teaching International Relations has a wide array of materials, units, and resources. Private and public schools in the Denver metro area have materials on elementary foreign language instruction. The task of curriculum development could be simplified by sharing process and opportunities for discussion and mutual collaboration.

This type of cooperative effort could also extend to acquisition of materials. It would be most helpful to school districts to hear comments and critiques pertaining to materials before making purchasing

decisions. The Center for Teaching International Relations would be an excellent resource for materials as well as serving as a clearing house for ideas on techniques, methodology, and assessment of materials.

The training of staff is an area which must also be addressed. Many possibilities exist. With regard to foreign language inservice, the Colorado Congress of Foreign Language Teachers is in a position to serve as a key resource. Teams of individuals from the organization could act as consultants, give workshops, aid in program development and help with the assessment and selection of materials. Many universities could also provide consultants to help with these same tasks. In the area of global awareness, teacher training could be conducted by the Center for Teaching International Relations. This organization currrently conducts teacher seminars, inservice sessions, and classes for teachers in grades K-12. Planned idea sharing sessions within a school district are also an effective way for teachers to present ideas to colleagues and form support systems.

Most importantly, the Colorado Department of Education could provide direction, continuity and resources in meeting the need for foreign language and global awareness instruction. Support for these programs at the state level would be invaluable. Under the auspices of the Department, materials could be developed, information disseminated, and resources identified. The department could provide out-reach services across the state and be instrumental in furthering the goals of foreign language and global awareness instruction at the elementary level.

QUESTIONNAIRE: SECONDARY LEVEL

Please answer every question. If you have no specific answer and there is nothing you can check to indicate that, please write in "nothing" or "don't know" (whichever is appropriate to that particular question).

Do your best to be legible. Your answers will be read by a third party who will be unable to call you and ask what you meant. If you need more writing space, use the reverse side of any page. We would appreciate you using an "X" when checking your answers.

Please don't hesitate to make any kind of comment that honestly tells the way you personally feel about the topics presented in this questionnaire.

1. Please check the Foreign Languages listed below that are presently taught at your school.

69%	French	19%	Other _____ please specify other Foreign Languages offered that do not appear on the list
45%	German		
89%	Spanish		
		9%	None (No Foreign Language taught at this school)

IF A FOREIGN LANGUAGE IS TAUGHT AT YOUR SCHOOL SKIP NOW TO QUESTION 3. IF "NONE" IS CHECKED ABOVE, PLEASE ANSWER QUESTION 2 THEN SKIP TO QUESTION 3.

2. If your school were to offer a Foreign Language program, which of the following languages would your present staff be able to teach?

15%	French	3%	Other _____ please specify
0%	German		
53%	Spanish	44%	None, we are not staffed to teach any Foreign Language.

3. Are there any Foreign Languages that have been discontinued at your school within the past three years, that is, since 1979?

18% Yes 81% No (Skip to Question 4.)

Please indicate the Foreign Languages that were discontinued at your school and indicate the reason for their discontinuance.

		Reason Language Was Discontinued:			
		Lack of Enrollment	Lack of Funds	Inadequate Staff	Other: Please List
French . . .	22%	81%	13%	50%	_____
German . . .	41%	73%	13%	37%	3% _____
Spanish . .	14%	60%	20%	20%	10% _____
Other _____ please specify	34%	80%	8%	20%	12% _____

Please use the space below to describe how these Foreign Language Programs that have been discontinued could be reinstated.

19% Programs could not be reinstated.

Please list below the reasons the programs could not be reinstated.

---

4. Listed below are some Foreign Languages. We'd like to know for each one offered in your school, if the enrollment has increased, has decreased, or has stayed the same during the past three years, that is, since 1979.

	Enrollment Has:			
	Increased	Decreased	Stayed Same	Not Offered
Chinese	0%	1%	0%	54%
French	18%	7%	13%	32%
German	9%	6%	9%	55%
Italian	0%	—	1%	54%
Spanish	19%	11%	17%	12%
Russian	0%	1%	1%	53%
Others	4%	2%	2%	47%

---

5. What, if any, Foreign Language requirements are necessary for graduation from your school?

1% 1 year credit
2% 2 years credit
1% 3 years credit
1% 4 years credit
3% Other _____ (please specify)
91% No Foreign Languages are required for graduation from this school.

---

6. Please check which of the following are offered at your school.

21% Student study trips and/or tours abroad
14% A foreign student exchange program
38% None of the above
27% **Both programs**

---

7. (Please answer this question if you teach a Foreign Language.) For each area listed below, please indicate if your training was excellent, good, fair, or poor.

	Training Was:				
	Excellent	Good	Fair	Poor	Mean
Teaching Methodology	38%	40%	17%	4%	3.13
Language Competency Skills .	48%	43%	7%	0%	3.40
Global Perspectives	24%	39%	21%	13%	2.77
Career Orientation	11%	36%	26%	24%	2.34

---

8. In what ways has your knowledge of a second language helped you in teaching world affairs?

23% The knowledge of a second language has not been helpful in teaching world affairs

14% I have never studied a Foreign Language

---

9. Please identify the areas of your school's curriculum that place emphasis on Global/International Awareness.

8% None

---

10. To what degree do the areas identified above emphasize the following concepts? If you feel it is not "emphasized at all", write a "1" on the line, if you feel it is "emphasized as much as possible", write in a "5". Use 2, 3, and 4 to represent "degrees" of importance between the "1" and "5".

Cultural diversity and understanding . . . . . **3.62 mean**
World perspective . . . . . **3.31 mean**
Global problems/issues . . . . . **3.40 mean**
Cross-Cultural Communication . . . . . **3.09 mean**
Global interrelationships . . . . . **3.15 mean**

---

11. To what degree do the following subject areas of your program emphasize the concepts listed above? (Please use the same scale as you did for the previous question.)

Social Studies . . . . . **3.87 mean**
Language Arts . . . . . **2.57 mean**
Foreign Languages . . . . . **3.79 mean**
Art/Music . . . . . **2.32 mean**
Mathematics/Science . . . . . **1.77 mean**

---

12. (Please answer this question if you teach Social Studies.) For each field listed below, please indicate if your training was excellent, good, fair, or poor.

	Training Was: Excellent	Good	Fair	Poor
Teaching diverse cultural lifestyles	21%	45%	20%	10%
Teaching global perspectives	23%	44%	26%	5%
Teaching global issues and problems	27%	38%	26%	6%
Study of a second language	15%	27%	21%	33%

---

13. Please check the word below that describes the cooperation that exists between the Foreign Language courses and the Global/ International Awareness courses in your school.

Why do you feel this way?

The cooperation is
- 8% Excellent
- 27% Good
- 29% Fair
- 21% Poor

Mean = 2.26

_____
_____
_____
_____

8% Foreign Language isn't taught at this school.

---

14. How important do you personally feel it is that the following be emphasized more strongly in the curriculum as it presently exists at your school?

	It is: Very Important	Somewhat Important	Not Too Important	Not at All Important
Foreign Language . . .	55%	33%	7%	1%
Global/International Awareness	64%	30%	3%	1%
Global Perception . .	55%	35%	4%	1%
Career Orientation . .	49%	35%	11%	1%

---

15. We'd like to know which degree of importance describes how you feel about a greater need for Global/International Awareness at the secondary school level. In other words, if you feel it is "very important", put a "5" on the line, if you feel it's of "no importance at all", write in a "1". Use 2, 3, and 4 to represent "degrees of importance" between "very important" and "not at all important".

_____ 4.43 mean _____
degree of importance

---

16. Please use the remaining space on this questionnaire (and the reverse side of any preceding pages) to tell use what you would need to place greater emphasis on Global/International Awareness in the curriculum at your school.

How many students are enrolled in your school _____

Thank you very much for your cooperation.

Please indicate the school district you represent _____

CHAPTER II

Results of the Secondary School Study

The secondary school survey was also designed to gather information pertaining to instruction in the areas of foreign language and global awareness. The secondary questionnaire did differ in format from the elementary questionnaire owing to the program and curricular differences which exist between the two levels. Respondents were asked to identify specific foreign languages taught in their respective schools, enrollment patterns in these courses, and enrichment foreign language programs. Teachers were also asked to rank their preparatory training as it related to methodology, language competence, global perspectives, cultural lifestyles, and global issues. In addition, the questionnaire sought to ascertain the need for increased foreign language and global awareness instruction, the curricular areas where global concepts are currently being taught, and the degree of cooperative efforts between social studies and foreign language departments.

Foreign Language

Ninety one percent of the secondary schools contacted offer foreign language. Spanish is most typically the language offered [89%], with 69% of the schools offering French and 45% offering German. Only one school in ten offers no foreign language. More than half [62%] of the schools surveyed also provide special enrichment opportunities related to foreign language study. One in five offer a study abroad program,

while one in seven have a foreign exchange program. Approximately one-fourth of the schools provide both. Despite the high percentage of schools offering foreign language and enrichment opportunities, 91% do not require credits in this area for graduation. Over half [55%] of the teachers surveyed felt it was very important that greater emphasis be given to foreign language instruction.

As was the case at the elementary level, some schools have had to discontinue a foreign language course. Over the past three years, one in five secondary schools has been faced with this situation. The discontinuation of a foreign language course has included German [44%], French [22%], and Spanish [14%]. Lack of enrollment and inadequate staff were cited as the primary reasons. Teachers felt that increased interest [36%] and increased staff [21%] would help to reinstate the foreign language program that was discontinued.

These findings somewhat contradict other findings in the study. With regard to numbers of students in foreign language programs, the survey revealed that in Spanish, French, and German, enrollments increased or remained constant in greater proportion than they decreased. Also, respondents stated that with present staff, German [15%] and Spanish [53%] could be offered.

Nineteen percent of the respondents felt that a foreign language course, once discontinued, could not be reinstated. The reasons given included lack of interest and lack of staff, as well as rigid scheduling practices, lack of flexibility, need for awareness, and the elective/exploratory approach to developing course offerings.

Foreign language teachers in the sample were asked to evaluate

their preparatory training in the subject area. In teaching methodology, 78% ranked their training from good to excellent. Ninety-one percent gave a similar rating to their training in language competency, whereas that figure dropped to 63% regarding training in global perspectives. Fifty percent felt that their training in career orientation as related to foreign language was fair to poor.

Global Awareness

A majority [64%] of the teachers surveyed felt that it is very important that global/international awareness be emphasized more strongly in the secondary curriculum. Thirty-three percent felt it is somewhat important that greater emphasis be placed on this area. Fifty-five percent stated a need for greater emphasis on global perception as well.

As reflected in current practices, respondents indicated that global awareness is emphasized primarily [82%] in social studies classes and to a lesser degree [34%] in foreign language classes. The ranking of the degree of emphasis given to specific global concepts, i.e., cultural diversity and understanding, world perspective, global problems and issues, cross-cultural communication and global interrelationships, resulted in mean scores ranging from 3.62 to 3.09 on a 5 point scale, 1 being "not emphasized", 5 being "well emphasized."

The majority of social studies teachers in the sample view their preparatory training relating to global awareness as good to excellent with the exception of their foreign language training. Forty-two percent of the social studies teachers rated their foreign language training good to excellent; in global perspectives, 67% rated their

training good to excellent; and in their training in teaching global issues and problems, 65% gave ratings of good to excellent. Fourteen percent of the social studies teachers surveyed have never studied a foreign language.

The study of a foreign language has helped social studies teachers in their classes in a variety of ways. The area of increased sensitivity awareness is a primary way in which knowledge of foreign language proves helpful.

"I'm aware of different perspectives on world issues, cultures, etc."
"I'm more tolerant."
"To better understand other cultures."
"It has helped me to understand why other people think differently from us."

Increased access to foreign language media and information was also cited as very valuable.

"I've been able to read about a country in it's language."
"Access to news from sources other than U.S. press and Government releases."
"Easier communication with persons of foreign countries in order to gain their personal perspective on the world affairs of their country."

Teachers felt they gained credibility and improved their teaching skills.

"It has helped me tremendously in teaching Career Education units and cultural units."
"Knowledge of Russian, Russian travel helped with World Studies."
"I have studied four foreign languages and teach social studies. They are extremely helpful to me in teaching World History, Sociology, Psychology, and World Religions."
"Any discussion of current events can be supported by another (1) philosophy of thought, (2) geographical influences, and (3) foreign cultural living differences."

Knowledge of a foreign language also gave teachers greater confidence in

usage and a better understanding of terms that are commonly used in social studies. Examples include laissez-faire, entrepreneur, fait accompli, espirit de corps. Many stated that knowing the correct pronunciation of names of persons, places, and terms was also a benefit.

Despite the apparent positive transfer of knowledge of a foreign language and its application in social studies classes, there is not a high degree of cooperation between the two departments. Fifty percent of the respondents rated the cooperation from fair to poor. Thirty five percent rated it good to excellent. In 8% of the cases, there was not a foreign language department in the school.

Several explanations were offered as to the lack of cooperation. Poor communication was frequently given as a reason.

"There is no communication between departments."
"The different courses tend to have little interaction with one another."
"No interdepartmental meetings."
"Not significant interdepartmental communication/planning."

The lack of time for joint planning, discussion, and coordination efforts was also established as a major cause of the lack of cooperation. A third reason which was frequently given has to do with how foreign language is perceived in the school and its place in the total curriculum.

"Our scheduling set up emphasizes academic teams and foreign language is not part of that concept."
"I believe that social studies teachers do not consider foreign language as an integral part of the curriculum."
"Foreign language teachers are seldom approached for their expertise."
"The Foreign Language Department is not used with any effectiveness. We are not asked to participate with the other departments."

Secondary teachers responded in the same way as elementary teachers when asked to describe what would be needed in order to place greater emphasis on global/international awareness.

They cited expansion or education of staff, development of curriculum, and acquisition of materials as essential for meeting the goal. They also included reassessment of goals and priorities.

Education of staff was seen as particularly important.

"Faculty as a whole needs to be more informed on world happenings."
"Inservice for combined social science and foreign language teachers."
"Inservice for combined English and foreign language teachers."
"Some of our teachers are not oriented in this direction and prefer a more nationalistic or conversative point of view in their teaching. Perhaps we could all use some updated courses in this area."
"A second need is to prepare staff members to provide instruction in all disciplines that address global issues; most do not receive that training in their undergraduate career. I believe this must be in-district, not college course offerings."

Many comments made reinforced the idea that staff members need to see how global awareness is related to and relevant to their area of teaching.

Respondents felt that curriculum development would greatly enhance efforts to increase the emphasis on global/international awareness.

"We could use more interdisciplinary units that could be used and coordinated in several subject areas."
"It is more imperative to require that students study about global perspectives."
"Curriculum suggestions relating to existing academic courses."
"Better coordination of programs."

The acquisition of materials and use of resources was another area of need addressed by teachers.

"Perhaps some textbooks would need to be studied by teachers for more background. Classroom texts would have to be chosen with global

awareness kept in mind. Current events as presented in news magazines would be an important aspect."

"Map activities that teach relationships."

"More current resources. Availability of outside resources. Usage of locals to enhance inter-cultural aspects."

"...a periodical devoted to global/international awareness..."

"Smaller texts that deal with multiplicity of influences that made a unique culture called America. Mini-texts that deal with lifestyles (including filmstrips, tapes) of Latin America and target language areas including Japan, USSR, and especially the Arab World. For all our efforts, students are still ignorant of their culture."

Additional suggestions included foreign newspapers, speakers, improved library materials, and more exchange programs.

Reassessment of goals and priorities would have to occur in order to achieve greater global emphasis. Global/international awareness would have to be established as an instructional priority at the district administrative levels as well as at the state level.

"Superintendent mandate to teach global perspectives."

"The support and understanding of upper level and middle level administrators..."

"Policy makers at the state level and local board members must support global education by providing leadership and money for curriculum inprovement projects, teacher in-service and materials."

"...need for direction from the Board of Education and the Assistant Superintendent of Instruction that issues related to global/international awareness are important and merit a revision of curriculum to focus attention and infuse the content and concepts associated with global/international awareness into all academic disciplines offered."

Teachers recognize the importance of global/international as a priority but acknowledge the need for administrative support in order to move forward in this area.

Summary

The secondary teachers surveyed view foreign language and global awareness as very important elements of the curriculum. They feel strongly that greater emphasis should be placed on both.

Making foreign language a graduation requirement was suggested as one means of achieving greater emphasis. Teachers also suggested the integration of global concepts throughout the secondary curriculum. Teachers frequently recommended an interdisciplinary approach and specified foreign language, social studies, and language arts as likely areas for team planning and team teaching with regard to global awareness.

It is clear from the responses that whatever the option selected to increase the emphasis on global awareness, administrative and state level support are critical to the success of any new programs, courses, or approaches that may be developed. Teachers feel a need for administrative commitment and direction in this area.

A primary factor in generating this support is the creation of a greater awareness on the part of administration and the community as to the importance of foreign language and global awareness instruction. The Colorado Department of Education could play a major role in heightening awareness as well as in the development of a rationale for greater emphasis in these two areas.

It is also the opinion of the respondents that teachers too must be made more aware of the relevancy of global awareness as well as learning specific methodology. The Center for Teaching International Relations and the Colorado Congress of Foreign Language Teachers could provide

assistance in meeting these needs. Both could provide workshops, inservice sessions, and consultation for staff.

In looking to future needs, it was suggested that undergraduate teacher training include global awareness components. Teachers would then be better equipped to deal with global concepts in their respective courses. This idea should be pursued with the education departments of state universities.

The apparent lack of cooperation between social studies and foreign language departments is an area in need of improvement. There is much to be gained by a closer relationship. Increased communication between the Colorado Congress of Foreign Language Teachers and the Colorado Council for the Social Studies is one way this issue could be addressed. By working together, the two organizations could exchange ideas and develop plans to promote greater cooperation. Within buildings, inter-departmental meetings to open lines of communication could be very effective. Review of curriculum in order to identify related areas of study is another beneficial activity. Teachers can work together to develop a continuum of global competencies they want students to acquire. Interdisciplinary units as instructional activities that reinforce concepts and skills taught in both areas could be jointly developed. Another way the relationship might be made more rewarding is for foreign language teachers to take the initiative in providing resources, expertise and support to social studies teachers. The survey revealed that in many cases foreign language is not viewed as a major part of the curriculum. Rather than assume a defensive attitude, foreign language teachers must work to demonstrate the relevance of

foreign language instruction and be generous in giving help and offering assistance of a specific nature to social studies teachers. This is most easily accomplished by working with one teacher at a time and building credibility with the individual department members.

Financial constraints that districts are currently facing place definite limitations on what districts are able to do as they review instructional priorities and examine ways to improve the quality of their programs. The consortium approach may be one way to proceed that is economically feasible. Foreign language teachers could serve more than one school district and be utilized on an itinerant basis. A consortium of districts could also ensure that study abroad opportunities and exchange student programs be available to students. There is also the possibility of shared in-service, consultants, and training opportunities.

QUESTIONNAIRE: COLLEGE AND UNIVERSITY LEVEL

Please answer every question. If you have no specific answer and there is nothing you can check to indicate that, please write in "nothing" or "don't know" (whichever is appropriate to that particular question).

Do your best to be legible. Your answers will be read by a third party who will be unable to call you and ask what you meant. If you need more writing space, use the reverse side of any page. We would appreciate you using an "X" when checking your answers.

Please don't hesitate to make any kind of comment that honestly tells the way you personally feel about the topics presented in this questionnaire.

SECTION I

Please check each Foreign Language listed below that is presently offered at your university.

34%	Chinese	**88%**	Spanish
87%	French	**58%**	Russian
87%	German	**50%**	Others _____
47%	Italian		Please specify other Foreign Languages offered that do not appear on the list.
		3%	No Foreign Languages are offered.

(If no Foreign Languages are offered, skip to Section II.)

What percentage of your institution's total enrollment study the following Foreign Languages?

		Not Offered		Percentage Is:
_____	Chinese	_____		_____
_____	French	_____		_____
_____	German	_____	**SEE**	_____
_____	Italian	_____	**REPORT**	_____
_____	Spanish	_____		_____
_____	Russian	_____		_____
_____	Others _____	_____		_____
	please specify			

Listed below are some Foreign Languages. We'd like to know for each one offered in your school, if the enrollment has increased, has decreased, or has stayed the same during the past three years, that is, since 1979.

	Enrollment Has:			
	Increased	Decreased	Stayed Same	Not Offered
Chinese	11%	2%	1%	63%
French	17%	13%	13%	7%
German	8%	14%	23%	7%
Italian	7%	3%	9%	49%
Spanish	20%	11%	13%	5%
Russian	6%	10%	9%	38%
Others _____ (please specify)	13%	4%	7%	46%

Does your institution offer a Major program in Foreign Languages?

73% Yes
14% No

In what languages are majors offered?

22% Chinese
72% French
62% German
36% Italian
97% Spanish
34% Russian
17% Others _____ (please specify)

Does your institution offer a Minor program in Foreign Languages?

49% Yes
30% No

In what languages are minors offered?

20% Chinese
92% French
88% German
31% Italian
94% Spanish
51% Russian
10% Others _____ (please specify)

Does your institution offer a teacher training program in Foreign Languages for:

	Yes	No
Undergraduate Students	54%	25%
Graduate Students	33%	44%

On which of the following groups is your Foreign Language program focused? (Please check as many as apply.)

27%	Graduate Students
43%	Teachers for Secondary Schools
46%	Career Orientation
52%	Graduation Requirements

Please indicate for which of the Foreign Languages listed below your institution has a graduate program.

For each graduate Foreign Language program offered at your institution please indicate if the enrollment in that course has increased, has decreased, or has stayed the same since 1979.

	Grad Program Not Offered	Grad Program Offered	Enrollment		
			Increased	Decreased	Stayed Same
Chinese	55%	5%	20%	---	---
French	43%	31%	9%	9%	19%
German	44%	31%	3%	28%	16%
Italian	51%	14%	---	33%	---
Spanish	43%	32%	15%	9%	15%
Russian	49%	16%	---	18%	6%
Others _____ (specify)	55%	7%	14%	---	14%

Please specify why Foreign Languages are presently offered as part of your curriculum.

62%	Broadening of Knowledge	39%	Student Demand
53%	Career Orientation	18%	Other _____ (Please specify)
72%	General Education		

SECTION II

Please indicate what Foreign Language requirements are necessary for admission to your university.

1%	1 year of High School Language
8%	2 years of High School Language
7%	3 years of High School Language
---	4 years of High School Language
4%	Other _____ (Please specify)
65%	No Foreign Language requirements are necessary for admission.

Please indicate how important you feel it is to have Foreign Language as a requirement for admission to your university.

34%	Very Important	**16%**	Not Too Important
22%	Somewhat Important	**25%**	Not At All Important

Please use this space to tell us the main reasons you feel that way.

Please list below the departments, schools, or colleges in your institution that require some Foreign Language course for graduation.

Schools or Colleges Are:	Foreign Language Credit Requirements Are:	Type of Degree is:
Liberal Arts/Humanities	**47%**	_____
Math/Science	**34%**	_____
Business	**4%**	_____
Graduate Program	**16%**	_____
None	**29%**	_____

_____ No Foreign Languages are required for graduation from this institution.

SECTION III

Does your institution presently offer a graduate or undergraduate program in International Studies?

35%	Offers Undergraduate	**11%**	Offers Graduate	**51%**	Doesn't Offer Either

---

Does your institution presently offer an International Studies program in which a Foreign Language is an integral part?

31% Yes
64% No

Is your institution planning to establish such a program?
10% Yes
65% No

Please list the academic areas in which there are interdisciplinary programs that integrate Foreign Languages with International Studies.

Academic Areas Are:

_____ None - such programs don't exist here.

Would you favor or oppose implementing programs that integrate Foreign Languages with International Studies?

73% Favor **4%** Oppose

Please describe the faculty development programs in Foreign Languages or International Understanding which are offered at your institution.

67% No such programs are available at this institution.

SECTION IV

Please indicate how effective you feel the General Studies program at your institution is in terms of teaching Global/International Awareness.

5%	Very Effective	**28%**	Not Too Effective
40%	Somewhat Effective	**10%**	Not At All Effective

Mean 2.49

Does your institution have available an International office or agency which directs programs for foreign students?

63% Yes **29%** No

Does your institution offer a "Studies Abroad" program?

58% Yes **23%** No

Where? _____

We'd like to know which degree of importance describes how you feel about a greater need for Global/International Awareness at the university/college level. In other words, if you feel it is "very important", put a "5" on the line, if you feel it's of "no importance at all", write in a "1". Use 2, 3, and 4 to represent "degrees of importance" between "very important" and "not at all important".

_____ **Mean 4.42** _____
degree of importance

Please use the remaining space on this questionnaire (and the reverse side of any preceding pages) to tell use what you would need to place greater emphasis on Global/International Awareness in the curriculum at your institution.

SEE REPORT

How many students are enrolled at your institution

Thank you very much for your cooperation.

CHAPTER III

HIGHER EDUCATION

The questionnaire was designed to obtain a viable assessment of existing programs in foreign languages and international studies in Colorado, and to better conceptualize the prevailing mood about such programs from higher education professionals representing both the faculty and administration. The questionnaire was sent to faculty members in various disciplines and schools [Liberal Arts and Sciences, Business, etc.]. As stated in our introduction, the return was only 27%. Consequently, we cannot validate the results of this random sample. The results, however, became important when considering many of the opinions we received in the form of narrative response.

According to the survey results Spanish [88%], French [87%], and German [87%] are the most commonly offered languages in Colorado. Russian [50%], Italian [47%], and Chinese [34%] are also offered, although it should be noted that the above percentages stem from the responses received, and that there are indeed other languages being offered presently; namely, Latin, Japanese, Greek, Hebrew, Portuguese, and Arabic. In order to further ascertain the present enrollments in foreign languages in the state by language and institution, we conducted a telephone survey and obtained the data presented in the following tables. Some discrepancies exist between the information obtained in the mail questionnaire and the information given in the telephone

survey. Furthermore, it could not be verified whether these figures included summer enrollments or involved other discriminatory factors [adult education programs etc.].

FOREIGN LANGUAGE ENROLLMENT IN COLORADO

	1980-1981	1981-1982	1982-1983	Institutional Enrollment
University of Colorado-Boulder	7564	7185	6591	21,878
Colorado State University	1877	2060	2395	18,083
Metropolitan State College	1509	1456	1532	16,037
University of Northern Colorado	832	1010	811	10,830
University of Colorado at Denver	1390	1429	1511	9,001
University of Denver	1165	1554	991*	8,391
Arapahoe Community College	344	267	170	6,176
Pikes Peak Community College	231	149	122	5,862
University of Colorado-Colorado Springs	708	578	516	4,827
University of Southern Colorado	503	431	540	4,685
Mesa College	182	180	224	3,872
Fort Lewis College	685	658	625	3,340
Western State College	449	534	469	3,152
Colorado School of Mines	45	55	50**	2,907
Regis College	417	560	491	1,923
Colorado College	1264	1143	not available	1,967
Adams State College	375	316	265	1,863
Loretta Heights College	Not available			

*Represents only 2/3 of 82-83 total since D.U. is on a tri-semester schedule.

**Foreign Language credit does not accrue toward graduation.

1982-1983
ENROLLMENTS BY LANGUAGE*

Spanish**	7463
French	5392
German***	2095
Italian	559
Russian	438
Latin	320
Japanese	265
Chinese	233
Greek	83
Hebrew	29
Arabic	22

*Does not include Colorado College or Fort Lewis (not available by language).

**This figure includes Portuguese at the University of Colorado-Boulder.

***Does not include University of Colorado-Boulder (not available).

It is evident that Spanish is by far the most popular [8.8% enrollment]. This figure, obtained from our questionnaire, is in close proximity to the figures we obtained from our telephone interviews. French proved to be the second language most in demand [4.1%]. Traditionally, French has always enjoyed a prominent role among foreign languages, and it is very popular in the northeastern corridor of the United States. In a state whose Spanish speaking population plays a prominent role, however, it should not be surprising that that language enjoys the most respect in terms of enrollment attraction. The German enrollment is 2.8%; Russian less than 1%, as well as Italian and Chinese. Again it should be noted that the foregoing percentages represent the median percentage of enrollment based on the number of

schools that offer each language, and the number of survey respondents who provided an estimate of enrollment. The percentage would change somewhat when compared to the figures obtained from our telephone interviews.

Overall, Colorado colleges and universities seem to be meeting the demand for the three most commonly offered languages [85% of our institutions offer French, German and Spanish], but a strong deficiency appears in the offering of the less popular languages, namely Arabic, Chinese, Japanese and Russian. Of the 18 institutions of higher education contacted, only seven offered any language other than French, German and Spanish, and one institution offered only one foreign language--Spanish.

Among those colleges and universities which offer one foreign language or more, almost three out of four [73%] offer academic programs leading to a major, and approximately one out of two [49%] have academic minors. Once again, however, the major and minor academic programs are for the most part in French, German and Spanish. This tendency to focus on the three most commonly taught languages is also reflected in our graudate programs where, according to our survey, indications are that Italian, Russian and German have recently suffered serious declines in enrollment. This has been, of course, a national trend, and much publicity has appeared recently on the problem of advanced Russian studies which, according to many professionals, are on the verge of a national disaster.

To some extent, the relatively low enrollment in foreign languages can perhaps be attributed to the fact that only twenty percent [20%] of

the institutions contacted through our mail questionnaire required foreign language credits for admission. More than half [56%] of the professionals interviewed, however, feel strongly that a foreign language requirement should be implemented for admission to a college or university. The reasons offered vary greatly. For some, the study of a foreign language offers much in terms of intellectual growth:

"Monolingualism is an indication of a certain level of ignorance..."
"...in every scholarly field there is important literature that has not been translated in English."
"To be 'educated' one must see other interpretation of life."

Others felt that there existed a practical need for the study of foreign languages such as general communication with foreign peoples and cultures:

"Students who have no exposure to foreign languages before college may have no incentive for learning any and a consequent arrogance about the role of the U.S. abroad."
"U.S. leadership role in the world requires knowledge of other cultures and skill in communication for commerce, diplomacy, scientific research, education, military, etc."
"Our students will lead their adult lives as citizens of a global community and need to be able to communicate."
"In today's interdependent world, every educated person should know more than one language." "...and this world awareness should begin in the schools."

Few respondents considered a foreign language important in career options [this is in line with our findings from the international business interviews--see next chapter], and others simply believed that a foreign language was indeed an important and intergral part of the overall intellectual process better preparing students for higher education in general. It should be noted that many of the professionals interviewed firmly believed that foreign language instruction should be

initiated in our secondary schools in order to better prepare our students for eventual college and/or university work. "It is axiomatic that a student wishing to pursue higher education at a liberal arts school should have already studied foreign language in secondary school."

By and large the Liberal Arts/Humanities component of our colleges and universities is the academic area that most often requires some language courses for graduation [47%], followed by Sciences and Mathematics [34%] and Business [4%]. Twenty-nine percent [29%] of our respondents stated that no foreign language requirements existed at their institution.

Whereas foreign language offerings seem to be evident in our college and universities, this is not the case for academic programs in international studies. Over half of our respondents [51%] stated that no such program existed at their institution, and only 35% offered a program in international studies at the undergraduate level. Furthermore, only 31% of those respondents with an academic program in international studies had a foreign language component. That is to say that a large majority [64%] of students with an international studies emphasis do not study a foreign language. Moreover, very little cooperation seems to exist between the various disciplines and foreign languages; only International Affairs/Political Science [19%] had interdisciplinary programs that integrated foreign languages. And yet 73% of our respondents favored implementing programs that would integrate foreign languages with international studies. Consequently, there is a strong dichotomy between what professionals believe should be, in terms of academic programs, and what they are actually offering.

Only 4% opposed such programs, and 23% simply did not know. Furthermore, it became apparent that our present course offerings in our general studies area are not effective in terms of teaching global/international awareness: 40% believe them to be only somewhat effective, 28% not too effective and 10% not at all effective. Consequently, 78% seem to express strong reservations about the overall effectiveness of our general studies programs in terms of global education. This is even more disturbing when considering that only 5% expressed confidence in what general studies were accomplishing. That general studies programs should be accomplishing more in terms of teaching global education is clearly brought out when 61% rated global/international awareness 5 on a scale of 1-5 [5 being very important], and 21% evaluated importance as 4. It could be stated, therefore, that 82% of our college/university professionals feel quite strongly about what we should be teaching in our respective academic areas in terms of global/international awareness. In the narrative responses we repeatedly heard our respondents ask for more financial backing and administrative support to better incorporate programs that would bring disciplines together and develop viable courses which would enhance our students' global/international perspective.

"Humane concern for the foreign students that make up this institution's 'global' attributes. A change in value of 'parochialism' in administration and faculty."

"...Since language is the key to the culture, learning a new language implies learning simultaneously the culture. No language or culture is really foreign. If they are, it is because we are ignorant of them. Once we can communicate and understand they cease to be foreign.

"...In short, to become a citizen of the world transcending ethnocentrism and narrow monolingual and monocultural interpretations of life."

One respondent best presented what our academic commitment should entail:

"There is a high need to establish a core of courses of international-intercultural content. Learning to think in another language with the 'cultural content' of the other language would be a liberalizing experience for a person limited to one way of interpretative reality, seeing reality, and planning our personal reality, and even a 'national reality.' No man is an island, all men are bridges to other men . . . There is a high need to understand other systems of values and other ways of living which are by no means inferior just because they are different . . . Cultural homogeneity may produce material progress but creates spiritual backwardness and underdevelopment at the personal and and the national level...[we must] enhance personal fulfillment and as a result national fulfillment by emphasizing the need of diversification in their unity and integration in their variety."

Understanding that the factors which make foreign language study important in our secondary schools make it imperative for college/univeristy students, each institution of higher education should seriously consider a foreign language requirement for admission, providing, however, that students lacking that requirement be admitted conditionally pending compliance before graduation. Furthermore, each institution should consider incorporating an International Studies component in its general studies program and require 10-12 hours [or its equivalent] as a condition for graduation. College/university curricula should be expected to offer some academic program designed to promote global awareness and analytical abilities regarding international problems. It is particularly important that a college/university education provide a minimum standard of intellectual breadth in terms of international studies. The International Studies component of general

studies could easily be run by an International Studies Committee based in Academic Affairs, and interdisciplinary in nature. This committee would evaluate proposed interdisciplinary syllabi for acceptance as an international studies area could promote student interest, and recommend means for directive student attention to the importance of international studies and foreign languages. This committee would also conduct and distribute throughout the college/university an inventory of available courses, resources and programs related to foreign language and international studies, thereby strengthening the curriculum, provide a better understanding of global awareness, and expand student and faculty participation in an increasingly interdependent world.

Other areas of important concern include standardized language testing in order to better combat the paradox that teaching students to speak a second language has been a goal for the past three decades, and yet, as a nation we have fallen greatly behind in our ability to speak a second language for the purposes of diplomacy, trade and travel. There is a substantial need for a readily available and effective means to measure speaking proficiency of a second language on a national level. The Oral Interview jointly being prepared by the American Council for Teachers of Foreign Languages and Educational Testing Services will become a most important tool for measuring overall oral proficiency. It would behoove each institution of higher education to research this growing concern, and with administrative support, arrange for hands-on training workshops for second language faculty to learn how to administer and rate student interviews in a valid and reliable manner. A valid and documented evaluation of second language proficiency level

would be more attractive to students of other disciplines [business, law, political science, etc.] than simply meeting a residency requirement for time spent in class. This emphasis on oral proficiency would necessarily entail the strengthening of college/university language programs. Our present programs would have to undertake serious revolution so to better guarantee language programs which would emphasize practical communication skills as a first priority. Special progams would need to be proposed to fit specific professional exigencies including business and/or technical fields as appropriate. Furthermore, this would eventually necessitate interdisciplinary cooperation between foreign language departments and other concerned disciplines. Finally, college/university administrations would have to give special attention to foreign language teaching and the quality upon which it so heavily depends. Traditionally this has received low priority on our campuses.

QUESTIONNAIRE: BUSINESSES IN COLORADO

Hello, I'm _____, a Public Opinion Interviewer with Research Services, Inc. We're making a survey about the experience business firms have in hiring new employees, and I'd like to talk with the person in your firm who is the Chief Executive Personnel Director.

First of all, is your company presently a: Foreign owned firm . 3%
A Colorado firm engaged in exporting . 51%
A Colorado firm engaged in importing . 40%

(If none of the above, TERMINATE.)

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1. What would you say is the most difficult problem you have in hiring new personnel for your company?

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2. What are some of the other problems you find you frequently have when you're looking for new personnel?

---

3. When you have a vacancy or need for new personnel, what steps do you usually take to find the person or people you need?

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4. Out of every ten times you start the search for new company personnel, how many times would you say you seek personnel that is proficient in:

   Foreign language skills _____
   Cross-cultural understanding _____

   (If none, ask, "Why not?")

---

5. What are the technical or professional career areas in which your firm hires employees with Foreign Language Skills?

Clerical	20%	Management	29%
Engineering	23%	Production	0%
Law	0%	Sales	46%
Other _____		None	

---

6. What areas of the world does your company feel that proficiency in that language is most important among your employees?

---

7. Please rank the languages listed on this card in the order of their importance in your International Trade. Which one is most important? Which one is second most important, etc.?

Arabic	9%	German	11%	Portuguese	0%
Chinese	3%	Italian	3%	Spanish	63%
French	17%	Japanese	6%	Russian	3%
				Other	0%

---

8. Now, I would like to have you think in terms of percentages, with 100% representing all positions in this company. What percentage of all positions here would say consider foreign language skills as:

A definite requirement._____

An important asset, but not a requirement._____

Neither an asset nor a requirement._____
(Percentages must total 100%.)

8a. Using this card, please tell me which letter best represents the starting wage scale for:

The positions that require foreign language skills_____

The positions that perceive foreign language skills as an asset but not a requirement_____

The positions in which foreign language skills are neither an asset nor a requirement_____

---

9. Generally speaking, do you find candidates from the universities and colleges of Colorado who apply for positions in which foreign language would be an asset or requirement have excellent, above average, good, fair, or poor skills in:

	Excellent	Above Average	Good	Fair	Poor	DK
Speaking foreign languages	6%	9%	6%	9%	3%	69%
Writing foreign languages	3%	9%	9%	6%	3%	71%
International awareness and transcultural understanding	6%	9%	11%	6%	6%	63%

---

10. (For each category used in Question 4) Would you say that the graduates of Colorado's universities and colleges are very qualified, somewhat qualified, not too qualified, or not at all qualified to fill the positions that require:

	Very Qualified	Somewhat Qualified	Not too Qualified	Not at all Qualified	DK
Foreign language skills	12%	41%	6%	0%	41%
Cross-cultural understanding	16%	37%	11%	0%	37%

10a. (For all "somewhat, not too, and not at all qualified", say:) Could you tell me some of the reasons you feel that way?

11. In the next five to seven years do you think the demand for personnel skilled in foreign languages will increase or decrease?

Increase 80% Decrease 9% DK 6%

11a. (If INCREASE) How does your company plan to meet this increase in demand for personnel who are skilled in foreign languages?

11b. As you see it, will this demand present any problems to your firm?

Yes 25% No 75%

11c. (If YES) What kinds of problems will this demand present?

12. On this card are listed different attributes and characteristics. Please read down the list and for each one tell me how helpful you think it would be to a person in getting ahead in a career with your firm. Will it be extremely helpful, moderately helpful, not very helpful, or not at all helpful.

	Extremely Helpful	Moderately Helpful	Not Very Helpful	Not At All Helpful	DK
Speaking a foreign language	23%	43%	23%	11%	0%
Understanding computer technology	37%	43%	14%	6%	0%
Transcultural training	6%	40%	31%	20%	3%
Good writing ability in the English language	83%	14%	3%	0%	0%
Broad social studies background	20%	46%	31%	3%	0%

13. We would like to find out how desirable different skills are to an employer. Assuming that all other attributes and qualities are equal, please look at this card and tell me which skill would be most desirable for an employee of your firm to have, which would be second most desirable, which third, etc.

Conversation	29%	Translation	11%
Composition	6%	Technical	31%
Interpretation	3%	Cultural Interaction	29%

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14. What kind or kinds of cross-cultural training does your company offer its employees?

14a. What methods do you rely on to provide this training?

14b. Why is this training an important part of your program?

---

15. How long has your company been in business in this area?

---

16. How many people do you employ in the State of Colorado?

---

17. What types of products do you import/export?

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18. What is your title/position with your company?

I certify that the foregoing is a complete and accurate account of the interview made by me on this day with the described Respondent.

Interviewer's Signature _____ Date _____

CHAPTER IV

BUSINESSES IN COLORADO INVOLVED IN INTERNATIONAL TRADE

The purpose of the survey of businesses was to assess the existing current level of demands in the Colorado business community for persons skilled in foreign languages and familiar with foreign cultures. We also sought to discover how well job candidates in Colorado were currently satisfying that need, and how well our Colorado colleges and universities were preparing their gradudates for the positions in question. Finally, we desired to learn what economic implications there were for those individuals having a foreign language proficiency and/or familiar with foreign culture.

Research Services identified thirty-five [35] firms randomly selected from the Colorado Foreign Trade Directory. These firms ranged in size from those employing fewer than ten people [26%] to those employing 3,500 or more [9%], with a median size of about 100. Fifty-one percent [51%] were exporting firms, forty percent [40%] constituted both export and import firms, and the remainder [9%] were either foreign-owned or provided services to export/import enterprises. In order to obtain a clear assessment we decided to carry out this survey through personal interviews, and representatives of Research Services conducted them with either the Personnel Director, President, Vice-President or other members of management in each of the 35 selected firms. Our survey instrument consisted of eighteen [18] questions or clusters of questions seeking objective information on current

operations, the role of foreign language and culture skills in hiring and professional advancement, as well as opinions concerning anticipated future needs.

The results would suggest that in general, foreign languages and cross-cultural skills are not in high demand among Colorado firms involved in international trade, although there is evidence that within larger firms more attention is paid to both the foreign language and cultural skills of employees than is the case within smaller firms. Only fourteen percent [14%] of the firms contacted stated that meeting international or foreign language needs was the most difficult problem, while sixty percent [60%] identified their greatest problem as meeting technical needs. Another negative factor we found was that fifty-one percent [51%] never take foreign language proficiency into account in hiring, and forty-six percent [46%] never consider cross-cultural skills. It should also be stated that at the other end only eleven percent [11%] always take foreign language skills and cross-cultural understanding into account. Fifty-seven percent [57%] have no positions requiring foreign language skills, and where those skills are considered important, about half are in sales and marketing. Most of the others are in engineering and clerical positions. On the other hand, seventy-seven percent [77%] of the respondents considered foreign language ability to be an important asset, and sixty-six percent [66%] consider it to be moderately to extremely useful for advancement within the firm. This would seem to be statistical evidence in support of the principle that foreign and culture skills are a real asset in the market place whose impact is felt throughout one's career.

Among the reasons why foreign language/cross-cultural skills are not critical hiring criteria are: "We require people to be technically proficient and it is difficult to find people who are technically proficient and also skilled in foreign languages." This is the third most frequently cited difficulty in hiring, after that of finding satisfactory technical skills and appropriate personality traits. To an extent, respondents attribute this difficulty to the orientation of institutions of higher education in this country.

"...The focus of American schools is technical--only secondary emphasis is placed on cross-cultural sensitivity or language. The school's reputation is based on the technical...They can't sacrifice technical proficiency or the perfection of a craft."

"In the U.S., more emphasis is placed on writing and reading, not speaking, a language."

"...The odd way of teaching language in today's colleges and schools focuses on the grammar and nouns...it doesn't help one to really speak the language for business and social needs."

Another reason is that English is generally viewed as the language of business worldwide, although it can be demonstrated that to the extent that there is truth in this view, it is true with regard to the documentary stages in a business negotiation, not necessarily with regard to the stages in which initial contact is made with potential clients or in which the details of a transaction are finalized. Somewhat more distressing for colleges and universities is the tendency among many firms to hire foreign nationals whenever a foreign language need arises in Colorado.

When asked to rate areas of the world where foreign language skills are most useful, sixty-three percent [63%] listed Latin America first.

Europe followed with twenty-nine percent [29%--France 23% and Germany 9%], Asia [14%], Middle East [6%] and China and the Soviet Union each receiving three percent [3%]. When asked to rate languages on a scale of one to ten, sixty-three percent [63%] rated Spanish as the most useful, with an additional eleven percent [11%] rating it number two. French was rated number one by seventeen percent [17%] and number two by forty percent [40%], whereas only eleven percent [11%] rated German number one and twenty percent [20%] rated it number two. Surprisingly, only six percent [6%] rated Japanese number one, none rated it number two, and fifty-seven percent [57%] did not rate it at all. Arabic was believed to be the most important by nine percent [9%], and not rated at all by forty-six percent [46%]. Finally, only three percent [3%] gave Russian the highest rating, and seventy-seven percent [77%] chose not to rate it at all. A major incongruity seems to occur with regard to Portuguese. While the majority [63%] rate Latin America as the area where foreign language skills are most important, not one rated Portuguese first, only eleven percent [11%] gave it a second rating, and forty-nine percent [49%] failed to rate it at all.

In spite of the current low sensitivity to foreign languages and cross-cultural skills, eighty percent [80%] of the respondents foresee an increased demand for those skills in the next five to seven years, and fifty percent [50%] anticipate instituting a foreign language requirement for hiring as a result of that increased demand. In addition to a foreign language proficiency hiring requirement, other responses to the projected demand are: (1) 43% plan to rely on on-the-job experience; (2) 11% look toward in-house training; and

(3) 14% expect to pay for course work for existing personnel. Distressingly for Colorado colleges and universities, however, is that those firms looking toward course work tend to think along the lines of intensive/total immersion courses rather than along the lines of the traditional college/university format. A measure of the economic implications of this increased demand can be inferred from the fact that even today the starting salary for positions requring foreign language skills is around $25,000, or about $3,500 more than for positions not requiring foreign language proficiency.

Consequently, the survey conducted by Metropolitan State College shows a general awareness among business and industry concerning the importance of having employees who are proficient in a second language and reveals that cross-cultural training is valued as an important asset in the international trade community because of its ability to contribute to effective job performance.

In regard to this last finding, however, it should be stated that although foreign language skills are valuable to Colorado's international trade firms, the "ability to write well in English" was selected by an overwhelming majority [83%] of firms as the attribute "most helpful" in advancing trade-related careers. "Understanding computer technology" [37%], "speaking a foreign language" [23%], and "having a broad social studies background" [20%] were also considered to be "extremely helpful" prerequisites to career advancement.

In a slightly different context, trade firm executives considered "technical writing skills" [31%], "cultural interaction" [29%], and "the ability to speak with people of another language" [29%] to be more

important employee assets than the abilities to "translate" [11%], "compose" [6%], or "interpret" [3%] foreign languages.

An area of major concern for Colorado educators is the fact that when asked to rate the job performance done by Colorado colleges and universities in preparing their graduates for positions requiring foreign language proficiency or for which foreign language proficiency is an asset, two-thirds had no idea how we were performing in that area or in the area of international awareness and transcultural understanding. On the other hand, respondents who did have knowledge of how we were performing gave Colorado institutions of higher education a sixty-three percent [63%] favorable rating in the oral skills of our graduates, seventy percent [70%] in their writing skills, and sixty-nine percent [69%] favorable in international awareness/transcultural understanding. In any case, the proportion of those having no opinion unfortunately suggests that there is a very troubling lack of visibility of Colorado institutions of higher learning among our most important target groups within the business community.

Consequently, it would appear that past and current hiring policies in a majority of international trade firms in Colorado do not emphasize foreign language skills and cross-cultural understanding. At present these assets are not perceived as being essential. This is particularly true among the smaller firms and those involved in energy and engineering. Among the latter, there seems to be a belief that technology is simply a product to be sold and that the client will be naturally drawn to that product in spite of the need for bilingual transactions.

On the other hand, there is a clear financial advantage for those individuals in international trade having language and cultural skills at the point of hiring. These skills are widely recognized as advantageous to career advancement and professional growth, and there is strong evidence that we may be on the verge of an increased demand in the very near future for foreign language skills provide a competitive edge. This seems to be the widely-held view supported by the survey results.

Indeed, the need for cosmopolitan personnel is understandable since more than two in five [43%] importers and exporters have job positions that "require foreign language skills". Specifically, roughly 40% of the trade firms sampled looked for people who were proficient in either "foreign language skills" [40%] or "cross-cultural understanding" [43%] at least once in every ten times they begin the search for new personnel.

For educators there is a clear message that we need to establish much more visibility among the business community, and to ensure that the academic programs we offer in foreign language education and international studies are worthy of its confidence.

RECOMMENDATIONS

A network of state councils on foreign languages and international studies has been established across the United States, and it is working closely with the National Council on Foreign Language and International Studies based in New York City. This organization is the successor to the President's Commission on Foreign Language and International Studies directed by Congressman Paul Simon [Illinois]. In the Commission's final report it was recommended that each state establish an Advisory Council on Foreign Language and International Studies.

It is the general belief that international education is in great need of support, and that our students, at all levels, should be encouraged to acquire foreign language skills and learn another world perspective. Colorado is presently attracting many foreign and national firms whose main emphasis is international in nature.

Based on our findings, we strongly recommend that a Governor's Commission on Foreign Language and International Studies for the State of Colorado be established. This commission would be comprised of persons from various professions representing education, business, labor and ethnic communities.

A State Commission would have as its purpose the following goals:

I. To investigate means of improving Foreign Language and International Studies in Colorado, K-12 and Higher Education.

II. To recommend practical ways and means of improving educational programs in the area of foreign language and international studies.

III. To promote public interest and participation in the mode of the commission and recommend means for directing public attention to the importance of foreign language and international studies.

IV. To develop and disseminate throughout Colorado a directory of available resources and programs related to foreign language and international studies.

V. To monitor the need for those trained in foreign language and international studies with regard to career options in Colorado.

VI. To establish an effective working relationship with the State Board of Education, the Colorado Department of Education, the Colorado Commission on Higher Education, and the Colorado PSA in order to strengthen the curriculum in foreign language and international studies in Colorado schools, colleges and universities.

VII. To encourage participation in educational and cultural activities that provide a better understanding of other cultures and countries.

VIII. To review pertinent studies, surveys and data relating to foreign language and international studies education in Colorado, address such findings, and make appropriate recommendations.

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ERIC (Educational Resources Information Center)
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ERIC Clearinghouse for Social Studies
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